



## The Reality of Education in Yemen and the Promotion of Peace and Women's Rights

Bushra Al-Qadri\*

Postdoctoral Researcher – Curriculum & Peace Studies, Michigan State University, USA.

\*Corresponding author: alqadirb@msu.edu

Citation: Al-Qadri, B. (2025). The Reality of Education in Yemen and the Promotion of Peace and Women's Rights. *International Journal of Academic Excellence and Research*, 01(04), 38–50. <https://doi.org/10.62823/ijaer/2025/01/04.119>

**Abstract:** This study examines the current realities of Yemen's education system amid ongoing conflict, economic deterioration, and fragmented governance. Using student surveys, teacher interviews, and lessons learned from Rwanda's post-conflict reconstruction experience, this study analyzes the impact of educational disruptions, the politicization of curricula, and the resulting decline in opportunities for women and girls, all of which contribute to sustainable peace in the country. The findings indicate that a unified, non-politicized, and gender-inclusive education system can be a key driver of national stability and social cohesion. The study concludes with supporting targeted teachers and reforming the educational process, from curricula to achieving equal educational opportunities. All of this will enhance the educational reality in Yemen and contribute to building peace.

### Article History:

Received: 25 November, 2025

Accepted: 03 December, 2025

Published: 06 December, 2025

### Keywords:

Yemen, Education System, Peacebuilding, Women's Rights, Conflict, Curriculum Reform, Teacher Welfare.

## Introduction

Education is widely recognized as one of the most powerful forces shaping the present and future of any nation. Similarly, education has a clear impact on national development in all sectors, including health care, the economy, social mobility, public welfare, and civic engagement in general. We must also consider its role in capital development, which in turn contributes to economic growth, reduces poverty, fosters innovation, and promotes socioeconomic transformation. Furthermore, education helps reduce inequality by expanding opportunities and supporting social justice. It also fosters civic responsibility, social cohesion, and technological advancement, and plays a crucial role in enhancing national competitiveness regionally and globally.

Education is crucial for our societies to confront emerging challenges and plays a fundamental role in making informed decisions. Therefore, investing in education and high-quality education systems is not only a development priority but also a cornerstone of peace, prosperity, and growth, not only in the present but also in the long term. Armed conflicts severely hinder the potential of education. Wars destroy education, including the bombing of schools, educational services, and infrastructure in general, forcing everyone, including teachers and students, to flee their homes. This leaves psychological and social scars that can last for years, making recovery extremely difficult and endangering entire generations. After years of war, Yemen serves as a prime example. Its infrastructure, institutions, and education system have been devastated. Millions of children have been deprived of safe, basic education, exacerbating inequalities and jeopardizing the future of education.

This study examines the state of education in Yemen and its vital link to peacebuilding and women's rights. Based on its findings, it offers practical, evidence-based recommendations to promote the reconstruction of this sector and empower Yemeni society, particularly women and girls, to regain security, dignity, and prosperity for a better future.

### **Problem Statement**

In Yemen, millions of Yemenis need humanitarian aid due to the ongoing conflict. Yemen has one of the highest fertility rates in the world, and nearly 10 million students enroll in the formal education system each year. This means that nearly a third of the country's population consists of school-aged children (UNICEF, 2022). The humanitarian and social consequences of the war in Yemen are catastrophic in every sense of the word. According to the International Committee of the Red Cross (2023), 20.7 million out of Yemen's 30.5 million people are refugees. This generation represents the future leaders, voters, and decision-makers of Yemen. In recent years, the United Nations has described Yemen as suffering the world's worst humanitarian crisis (UN, 2023). Consequently, the UN and the United States have appointed special envoys to advance peace efforts in the country.

One of the most severe consequences of the conflict has been the politicization of education. Rival authorities imposed different curricula and teaching methods, turning the education system into a tool of influence. Before the war, and especially after the unification of Yemen in 1990, the country had a unified curriculum. Today, however, Yemen functions with two separate curricula for grades 1–12, deepening social divisions, prolonging conflict, and weakening national cohesion.

Education and peace are a complex and multifaceted relationship, especially in Yemen. Education plays a crucial role in promoting peace through tolerance, critical thinking, civic responsibility, and conflict resolution. This contributes to expanding economic opportunities and reducing violence and poverty. However, its ability to play this positive role in Yemen is limited by the ongoing conflict, the low quality and limited access to education, social distrust, and deep political divisions. For Yemen to achieve and maintain peace, these challenges must be addressed, and peace-supporting principles must be integrated into policies and educational practices. Promoting women's rights through education is particularly important. Yemen suffers from gender discrimination, double standards, limited opportunities, and economic hardship. Education is the tool that empowers women, enables their full participation in life, and challenges societal norms. This paper proposes a set of ideas for advancing women's rights through education, including ensuring equality, adopting appropriate curricula, training teachers, supporting community participation, providing financial and social support, ensuring safe learning environments, strengthening literacy programs, supporting career paths, implementing legal reforms, adopting monitoring mechanisms, and highlighting successful female role models. Despite this, addressing gender inequality is complex in a society like Yemen, especially since some women themselves uphold restrictive social norms.

This is the first study, to my knowledge, to examine the education system in Yemen, peacebuilding efforts, and women's rights within a single framework. This research aims to promote sustainable peace and gender equality through educational reforms and participation in building conscious generations capable of leading Yemen toward stability and sustainable progress. It also aims to encourage future scientific research on education in conflict-affected communities.

### **Research Objectives**

This study seeks to examine the educational system in Yemen currently, identify the obstacles that hinder it, and propose strategies and practical methods to improve it. As Yemen moves toward a possible peace agreement between the conflicting parties, the need to reform and strengthen the education sector will become even more urgent—whether in areas governed by the internationally recognized government or in regions currently controlled by authorities in Sana'a. We also see that this research puts the current educational landscape under the microscope, meaning a careful examination to analyze the challenges it faces, and to identify the reforms needed to build a unified educational system capable of withstanding this most violent conflict in Yemen's history.

### **Research Questions**

In accordance with the objective of this study, the research seeks to answer the following questions:

- How does the current situation affect education in Yemen and its quality, contribute to the continuation of violence, and impact women's empowerment and rights?
- What challenges does the Yemeni education system face in the current situation, and what solutions can support peace and empower women?

### Significance of Research

Research into the reality of education in Yemen and its relationship to peacebuilding and women's rights is of paramount academic and societal importance. Yemen is currently suffering one of the world's worst humanitarian crises and one of the worst in its history, with the conflict impacting all aspects of daily life. Research focused on education and peace can play a crucial role in alleviating the hardships faced by Yemenis by identifying obstacles to accessing quality education, such as violence, displacement, poverty, and limited resources, and by offering evidence-based solutions. Furthermore, educational research contributes to combating current extremism, which often thrives in environments characterized by limited opportunities and weak education systems. Strengthening education can contribute to national reconstruction and support long-term stability by fostering social trust and promoting the values of peace.

Education is of fundamental importance in promoting women's rights in Yemen. High-quality, equitable education can reduce gender disparities, empower women to participate more effectively in social and economic life, and enable them to play meaningful roles in peacebuilding and decision-making. Ensuring educational access for Yemen's youth is essential for shaping the country's future, as educated young people are more likely to engage constructively in their communities and contribute positively to national development.

This research aims to provide actionable recommendations to policymakers, educators, and international stakeholders with the capacity to influence educational reform in Yemen. By doing so, the study supports broader efforts to promote sustainable peace, strengthen social cohesion, and advance women's rights in the country.

### Literature Review

#### • Education, Peace, and Women's Rights

Although no studies examine this topic specifically within Yemen, international literature offers valuable insights. Everardo (2018) highlights the need for integrating gender equality, non-violence, and respectful treatment in schools to create safe and inclusive educational environments. Christian and Fernández (2014) emphasize that gender equality is essential for national development and note that women's participation in peacebuilding is critical, especially in post-conflict contexts where they often face increased vulnerability.

Bakky (2014) similarly stresses the importance of involving women in peace decisions and peace education, citing examples from Northern Ireland and Sri Lanka where women played key roles in advancing negotiations and community stability. Zembylas (2011) argues that a values-based human rights framework grounded in non-discrimination and gender equality may be more effective in conflict-affected societies than traditional peace education alone.

#### • Education and the Promotion of Peace

Peace education aims to foster justice, reconciliation, and non-violence, yet its effectiveness is often limited in contexts of protracted conflict. Minch (2019) argues that sustainable peace requires addressing the structural causes of conflict, not only mediation or negotiation. Rosen (2016) notes that peace education programs in unstable political environments struggle to achieve long-term impact due to persistent social and political tensions.

In Yemen, these challenges are heightened by severe humanitarian, political, and economic crises. As Alsabri et al. (2021) argue, achieving lasting peace requires a comprehensive strategy that goes beyond short-term conflict reduction and addresses root causes such as inequality, instability, and social fragmentation.

#### • Education and Women's Rights

Research consistently shows that education strengthens women's empowerment. Butcher (1989) documents the historical gains in women's access to higher education and the policies enabling greater equality. Le and Nguyen (2020) find that each additional year of schooling significantly increases

women's decision-making power within households and workplaces. Engida (2021) further notes that education enhances women's self-confidence, civic engagement, and ability to exercise political and social rights.

Yemeni women have been active in political movements, including the 2011 uprising, yet their participation has been increasingly marginalized during the conflict. Jaffar and Mohammed (2023) highlight how restrictive gender norms have limited women's representation in peace negotiations and political decision-making.

### Summary and Relevance to Yemen

The reviewed literature demonstrates that education is a crucial pathway to peacebuilding and gender equality. For Yemen, developing an educational system that promotes coexistence, critical thinking, and women's empowerment is essential for rebuilding social cohesion and shaping a stable post-conflict society. Quality education can strengthen national unity, support women's rights, and equip future generations with the skills needed to contribute to peace and development.

### Methodology – Concise, Academic, Professional Version

This study adopts a qualitative research approach to examine the current state of education in Yemen and its relationship to peacebuilding and women's rights. The methodology consists of three complementary components:

- **Document and Literature Analysis**

Existing research on education, peace promotion, and gender equality—particularly in post-conflict contexts— is analyzed to identify theoretical foundations and international best practices. Special attention is given to Rwanda's post-genocide recovery as a comparative model relevant to Yemen.

- **Expert Interviews**

Semi-structured interviews are conducted with Yemeni and international experts, including university professors, educators, students, and community members. These interviews aim to capture diverse perspectives on the challenges facing Yemen's educational system and the potential of education to promote peace and women's rights.

- **Case Study and Student Survey**

A case study is carried out with a randomly selected group of undergraduate students in a Yemeni College of Education. A structured questionnaire collects basic quantitative data on students' views regarding peace, gender equality, and the future of education in Yemen.

The overarching goal of this methodological design is to generate practical insights that contribute to rebuilding Yemen's education system in a way that strengthens peace, advances gender equality, and supports women's rights. By integrating lessons from Rwanda's experience, the research addresses a gap in the existing literature concerning how education can contribute to peacebuilding in Yemen.

### Comparing Yemen with Rwanda

Rwanda's recovery following the 1994 genocide provides a meaningful comparative framework for Yemen. The genocide, which resulted in the deaths of up to one million people and mass displacement (Nyenyezi Bisoka & Ansoms, 2020; Geltman, 1997), left the country deeply fractured. However, Rwanda's post-conflict transformation demonstrates how structured national strategies can rebuild institutions, restore stability, and promote social cohesion.

Under strong national leadership, Rwanda introduced wide-ranging reforms, including agricultural development, investment-friendly land policies, governance reforms, and substantial improvements in health and education (Reyntjens, 2015; Wolters, 2005). Innovative mechanisms such as the *Gacaca Courts* facilitated truth-seeking, community reconciliation, and post-conflict justice (Adamczyk, 2012). Despite ongoing challenges, particularly regarding poverty, child welfare, and equitable development, Rwanda remains internationally recognized for its successful reconstruction efforts.

Education played a significant role in Rwanda's recovery. Initiatives such as the *Musekeweya* radio drama promoted reconciliation, trauma healing, and civic participation by influencing attitudes and

behavior among young listeners (Tanganika, 2013). However, poverty and governance issues continued to shape educational outcomes and post-conflict development (Okito, 2019; Heldring & Heldring, 2023).

Key strategies relevant to Yemen include:

- **Prioritizing Education in Post-Conflict Recovery:** Rwanda's investment in rebuilding schools, training teachers, and securing basic learning resources demonstrates the central role of education in national healing and development.
- **Inclusive and Accessible Education:** Rwanda's efforts toward inclusive education, especially for vulnerable communities, offer a model for Yemen, where access remains highly unequal ("Yemen Inclusion," 2021).
- **Strengthening Non-Governmental and Community Actors:** Rwanda benefited from coordinated partnerships with NGOs, which contributed to expanding access to quality education. Yemen can similarly leverage non-state actors, whose current involvement is largely limited to humanitarian support.
- **Local Participation and Decentralized Planning:** Rwanda's decentralization and community participation efforts, though not without limitations, played an important role in reconstruction and can guide Yemen's approach to educational reform (Svobodová, 2019; Mutisi, 2012).

In the Yemeni context, Al-Kadi (2022) highlights the need to improve non-formal and private education as part of post-conflict recovery, alongside adapting curricula to local identities and sociopolitical realities, an approach aligned with lessons from Rwanda, even if not explicitly connected to the Rwandan model in the original proposal.

Overall, Rwanda's experience shows that education, when supported by strong governance, community engagement, and targeted reforms, can contribute significantly to peacebuilding and social transformation. These lessons offer practical insights for Yemen as it seeks to rebuild a fragmented educational system and promote peace and women's rights.

### Interviews

To deepen the understanding of Yemen's educational reality, ten semi-structured interviews were conducted with political and educational figures—five residing inside Yemen and five living abroad (in Egypt and the United States). Participants responded to two central questions addressing (1) the impact of Yemen's current educational conditions on learning quality, violence, and women's rights, and (2) the challenges facing education and possible solutions that promote tolerance, coexistence, and gender equality.

Across all interviews, participants expressed profound sadness and frustration, consistently describing the situation as tragic. Respondents inside Yemen highlighted widespread displacement, destruction of schools, and the inability of families to secure their children's education. A recurring theme was the absence of teacher salaries, which participants identified as a major factor undermining the credibility of the education system and leading to extremely weak learning outcomes. One educator recounted proposing a symbolic monthly student contribution of 1,000 Yemeni riyals (approximately USD \$2) to support teachers' income; however, the proposal was rejected due to families' inability to pay.

Several participants reported restrictions on freedom of expression within schools, noting that teachers who objected to politicized morning activities or curriculum content—perceived as promoting hatred and sectarianism—faced intimidation, accusations of disloyalty, or threats of imprisonment. One participant stated that the oppressive environment and lack of income diminished his motivation to teach altogether. Another participant noted cases of child recruitment, where some students joined armed groups and received school certificates without attending classes, reinforcing a cycle of violence.

Interviews with participants outside Yemen revealed similar concerns. Many had left the country due to political persecution, economic hardship, or refusal to comply with directives they believed undermined peace. One former professor from Sana'a University described facing death threats for declining to chant political slogans, ultimately forcing him to flee to Egypt. Respondents abroad emphasized school dropouts, gender inequality, declining public trust in institutions, and the risks teachers face when engaging in peace-promoting activities.

**Findings:** Responses to Research Question 1

All participants agreed that Yemen's educational conditions have led to:

- High dropout rates due to poverty, displacement, lack of nearby schools, and early marriage for girls.
- Destruction or repurpose of schools as shelters;
- Lack of teacher salaries and educational resources.
- Restrictions on the expression and promotion of ideologically charged content.
- Overall deterioration in learning quality and increased vulnerability to recruitment and violence.
- Findings: Responses to Research Question 2 (Barriers and Solutions)
- Participants identified several major obstacles:
- Widespread administrative corruption across different authorities (Sana'a, South Yemen, and government-in-exile);
- Severe shortages in basic facilities, textbooks, and supplies are problems that existed before the war but have worsened dramatically;
- A school environment is shaped by conflict, depression, and loss of motivation among teachers and students.
- Lack of a safe and supportive educational space that respects diversity and freedom of opinion.
- Regarding solutions, six participants—five abroad and one inside Yemen—believed that the situation is deeply complex and may require decades for meaningful generational change. Nevertheless, proposed solutions included:
- National reconciliation, promoting patriotism, and removing educational content that serves political agendas an approach that contributed to Rwanda's post-genocide recovery.
- Integrating values of acceptance, coexistence, and openness to differing opinions as part of school-based peace education.
- Ensuring teacher salaries and prioritizing education in national budget allocations.
- Strengthening community participation in managing and supporting education while reducing dependency on external aid.

**Synthesis**

Findings from the interviews align with lessons learned from Rwanda's experience in post-conflict reconstruction, where community engagement, reconciliation, and the depoliticization of education played essential roles in national recovery. Based on interview insights and the comparative analysis, community participation in Yemen emerges as a critical component in leading and sustaining educational reform—particularly in a society shaped by tribal structures, local leadership, and social solidarity. Such involvement can improve educational quality, mobilize local resources, and empower communities to contribute to long-term peacebuilding and gender equality.

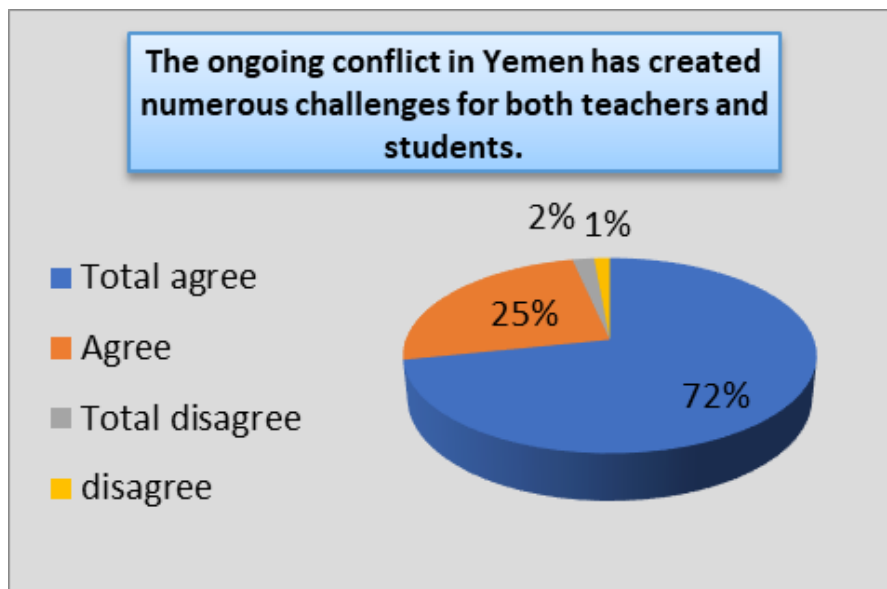
**Case Study**

As part of this research, a quantitative case study was conducted through a structured questionnaire distributed to final-year students enrolled in the College of Education at Sana'a University. This cohort was intentionally selected because they were in middle school when the conflict began in 2015 and thus represent a generation that has experienced the full impact of the war on their educational journey. As future teachers, their perceptions and motivations provide critical insight into the trajectory of Yemen's educational system and the prospects for peacebuilding and gender equality.

The College of Education enrolls approximately **18,500 students** across all majors, of whom **6,203** are expected to graduate in the current academic year. From this population, a **random sample** was selected to assess attitudes toward the state of education, the role of peace education, and the promotion of women's rights. Their responses offer a valuable indicator of how the next generation of educators views the challenges and future possibilities of Yemeni education.

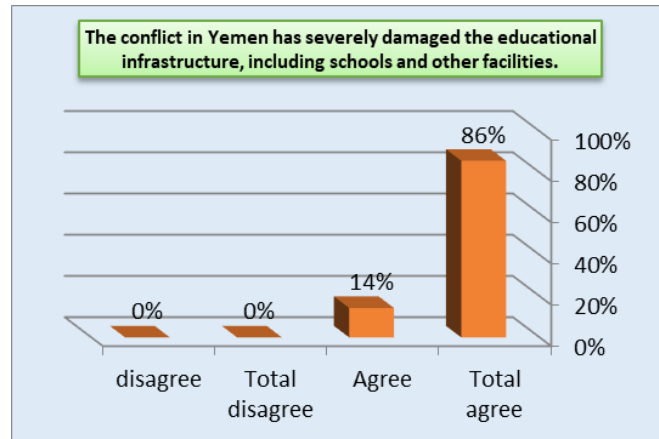
No.	Questionnaire Item	Total Agree	Agree	Total Disagree	Disagree
1	The ongoing conflict in Yemen has created numerous challenges for teachers and students.	251	87	7	5
2	The conflict has severely damaged the educational infrastructure.	300	50	–	–
3	Improving literacy rates is one of the most urgent priorities.	90	77	145	38
4	There is a clear disparity in access to education between urban and rural areas.	241	85	5	19
5	The quality of education has declined due to a shortage of qualified teachers.	199	101	11	39
6	NGOs and international agencies play a vital role in providing education.	77	49	199	25
7	The long-term consequences of Yemen's disrupted education system will significantly impact the future.	277	70	2	1
8	Educational institutions do not adequately promote concepts of peace.	195	87	40	28
9	NGOs have played an active role in peacebuilding educational activities.	90	36	205	19
10	Education in Yemen does not sufficiently promote gender equality or women's participation.	203	64	59	24
11	Activists and organizations are effectively working to advance gender equality.	67	8	198	77
12	Students feel strong enthusiasm to work in education to address these challenges.	89	40	210	11

The ongoing conflict in Yemen has created numerous challenges for both teachers and students.



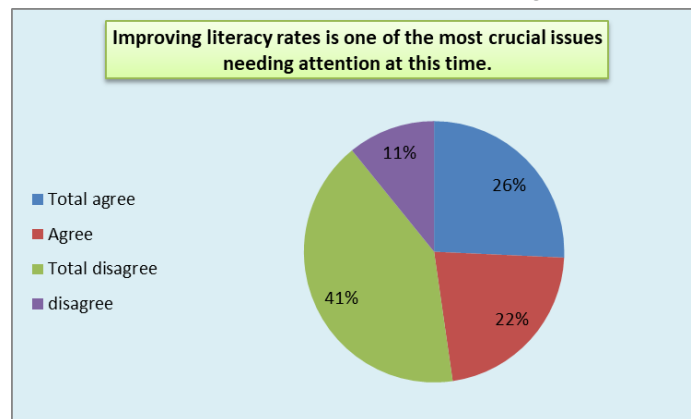
350 students with experience and specializations in the College of Education were targeted, and 97% of them responded by agreeing that the conflict in Yemen created many challenges for both those who did and the students, as their opinions differed between agree and did not lack 72%, while 25% agreed, while the 3% of graduating students who did not create any identifications for both leaders and students.

- The conflict in Yemen has severely damaged the educational infrastructure, including schools and other facilities.

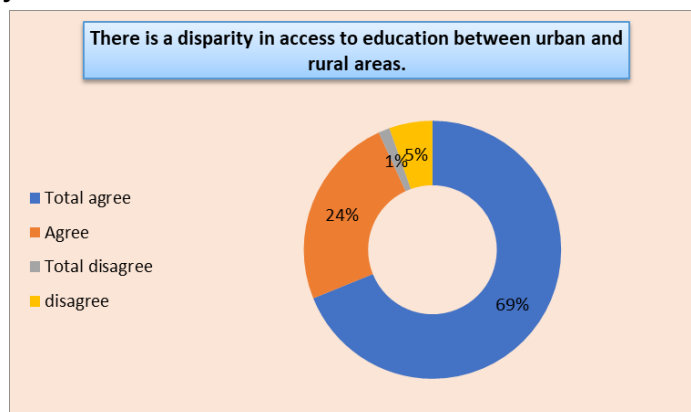


The percentage of students who completely agreed that the conflict in Yemen has caused severe damage to educational infrastructure, including schools and other facilities, was 86%, while 14% agreed.

**Improving literacy rates is one of the most crucial issues needing attention currently.**

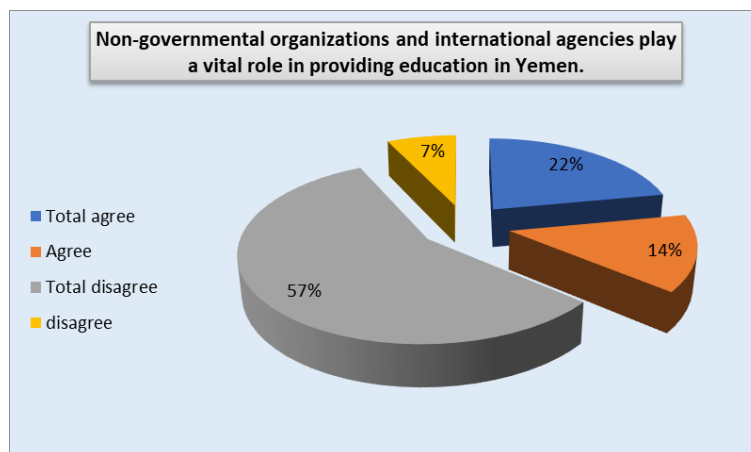
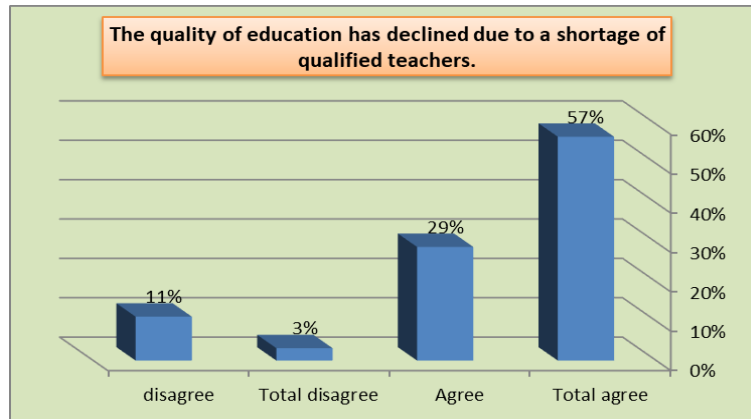


**There is a disparity in access to education between urban and rural areas.**



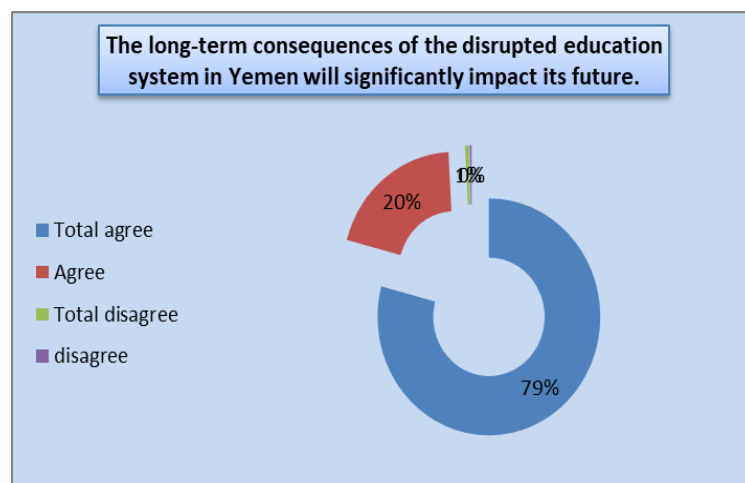


**The quality of education has declined due to a shortage of qualified teachers.**

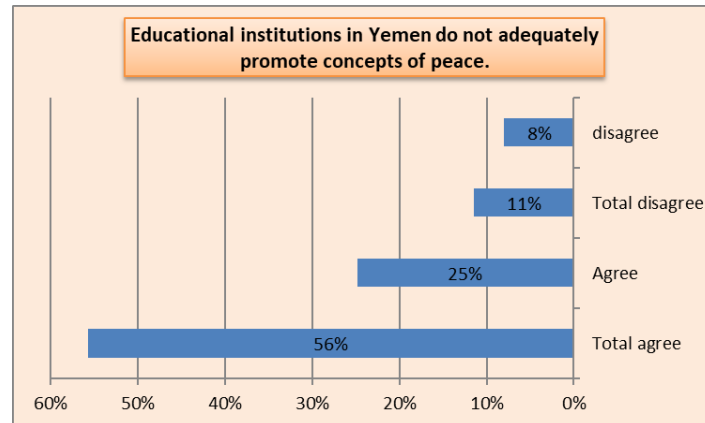


Non-governmental organizations and international agencies play a vital role in providing education in Yemen.

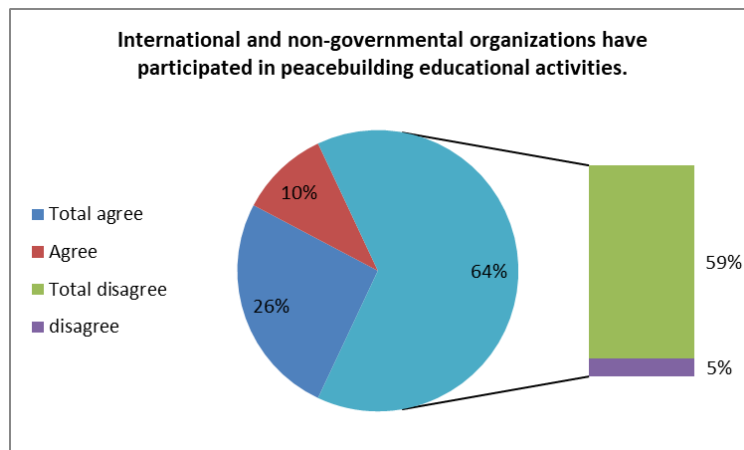
The long-term consequences of the disrupted education system in Yemen will significantly impact its future.



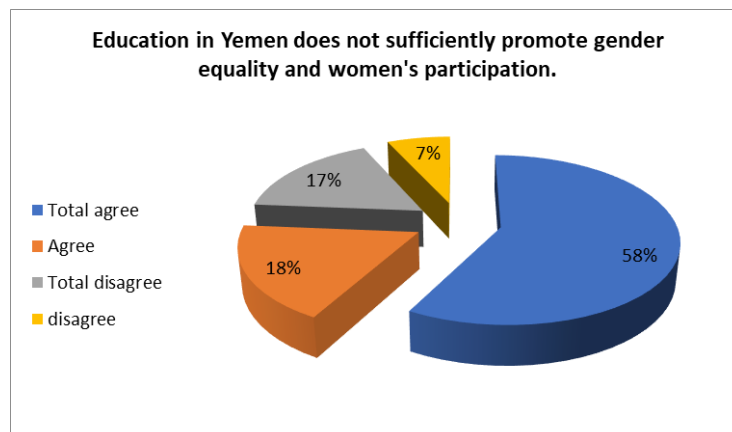
**Educational institutions in Yemen do not adequately promote concepts of peace.**



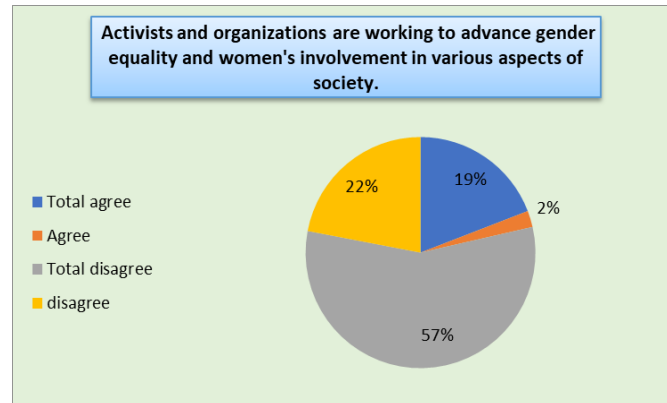
**International and non-governmental organizations have participated in peace-building educational activities.**



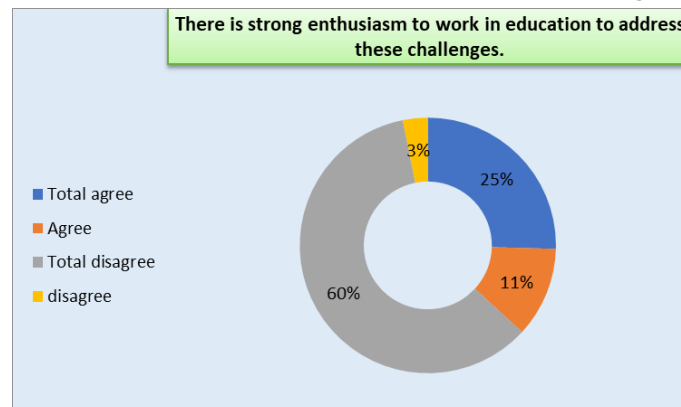
**Education in Yemen does not sufficiently promote gender equality and women's participation.**



**Education in Yemen does not sufficiently promote gender equality and women's participation.**



**There is strong enthusiasm to work in education to address these challenges.**



### Research Findings

This section presents the main findings of the study, which were derived from three sources of evidence: (1) a comparative analysis of the Yemeni and Rwandan post-conflict educational experiences, (2) in-depth interviews with policymakers, educators, and academics, and (3) statistical analysis of questionnaire data collected from final-year students at the College of Education, Sana'a University using SPSS. The integration of these data sources produced the following key results:

- #### Yemen's Ongoing Humanitarian Crisis and Its Educational Impact

The findings confirm that Yemen is experiencing the most severe humanitarian crisis in its modern history, as described by the United Nations. This crisis has profoundly weakened the education sector, leading to high dropout rates, widespread displacement, destruction of schools, and significant interruptions in learning. As a result, education—traditionally a catalyst for social transformation—has lost much of its capacity to drive progress.

- #### Persistent Marginalization of Women Despite Their Political Participation

Although Yemeni women played an influential role in the 2011 revolution and participated actively in the National Dialogue Conference, they continue to face systemic marginalization. Political fragmentation, cultural barriers, and external pressures have hindered their involvement in peacebuilding, public decision-making, and educational leadership, limiting the advancement of women's rights.

- #### Severe Deterioration of Educational Quality and Infrastructure

Participants unanimously highlighted the negative impact of war on the education system. The prolonged suspension of teachers' salaries, shortages of qualified staff, declining motivation, and

destruction of educational facilities have significantly diminished the quality of teaching and learning. This deterioration is evident in both urban and rural areas and corresponds with the statistical findings from student responses.

- **Weak Integration of Peace, Tolerance, and National Unity in Education**

The study reveals substantial challenges in embedding values such as peace, coexistence, and national unity within school curricula. The absence of depoliticized educational materials and the presence of ideologically driven content hinder efforts to build a shared national identity and preserve cultural heritage.

- **Limited Engagement of Key Stakeholders in Educational Support**

A noticeable lack of involvement from governmental institutions, community organizations, private-sector actors, and international agencies was identified. This limited engagement restricts the delivery of quality education, weakens the promotion of peace-oriented practices, and reduces the availability of essential resources needed for sustainable educational reform.

- **Declining Motivation to Participate in Educational Reform**

The findings indicate low levels of enthusiasm—particularly among future educators—to contribute to the rebuilding of the education system. Economic instability, lack of job security, and years of conflict have eroded confidence in the educational sector's ability to contribute to Yemen's long-term recovery.

Overall, the results point to a deeply fragmented educational environment affected by conflict, institutional weakness, and social instability. The data underscore the urgent need for comprehensive educational reform informed by successful international experiences, such as Rwanda's post-conflict transformation. Strengthening peace education, supporting women's empowerment, and enhancing stakeholder engagement emerge as critical priorities for rebuilding Yemen's educational future.

## **Discussion and Conclusion**

This study investigated the current reality of education in Yemen and its connection to peacebuilding and the promotion of women's rights. The findings from the literature review, expert interviews, and the survey of final-year students at Sana'a University reveal that the educational crisis extends far beyond damaged infrastructure or shortages of instructional materials. It is deeply structural, political, and gendered. Participants consistently highlighted the effects of unpaid teacher salaries, the destruction and militarization of schools, politicized curricula, and unsafe environments that limit freedom of expression. Collectively, these factors have weakened learning outcomes, reduced teacher and student motivation, and normalized early school dropout—particularly among girls.

The comparative lens with Rwanda demonstrates that meaningful recovery is achievable when political will, long-term investment, and national reconciliation frameworks are aligned. Rwanda's experience suggests that peace education should not be treated as an isolated curriculum topic but must be embedded in teacher preparation, school governance, and community engagement. In Yemen, where tribal and local structures maintain strong influence, community participation emerges as a critical pathway for sustaining educational reform. When local communities participate in financing, monitoring, and supporting schools, the likelihood of long-term stability increases significantly.

Survey results further reveal a concerning gap: while future teachers fully recognize the severity of the crisis, many express low motivation to work in the sector under current conditions. Unless teacher welfare, professional status, and working environments are improved, Yemen risks losing an entire generation of educational leaders who are vital for rebuilding the system.

From a gender perspective, the study confirms that although Yemeni women have been active in social and political mobilization, they continue to be largely absent from formal decision-making structures. Education can play a transformative role in addressing this gap by expanding girls' access to safe learning environments, integrating women's rights and leadership into curricula, and ensuring women's representation in community-based and school-level committees. International donors and local organizations must avoid fragmented, short-term interventions and instead support nationally aligned, gender-sensitive frameworks that prioritize sustainability and equity.

In conclusion, rebuilding education in Yemen is not a task to be postponed until after peace is achieved; rather, it is a central mechanism for enabling peace itself. A unified, inclusive, and depoliticized

education system can rebuild trust in state institutions, foster a shared national identity, and create new opportunities for women and youth to contribute meaningfully to Yemen's future. Although the recommendations presented here are not instant solutions, they provide realistic starting points for transforming the education sector from a victim of conflict into an active driver of reconciliation and long-term stability.

### Recommendations

- Utilize independent educational bodies to achieve peace and support women's rights through targeted educational initiatives.
- Enhance teacher motivation by restoring salaries, enhancing working conditions, and acknowledging teachers' contributions to peacebuilding.
- Activate the role of the private sector in rebuilding schools and developing educational infrastructure.
- Coordinate local and international organizational efforts within national frameworks that prevent duplication and ensure equity and sustainability.
- Enhance community participation to strengthen the education system's capacity to address long-term social and developmental challenges.
- Promote women's participation in educational development as a mechanism for reinforcing the values of peace and gender equality.

### Research Proposal

Examine the role of civil society organizations in enhancing the quality of education, expanding access, and fostering community trust.

### References

1. Adamczyk, C. (2012). Independent actors or silent agents: Where to go for Rwandan civil society? In *Rwanda fast forward: Social, economic, military and reconciliation prospects* (pp. 60–75). Palgrave Macmillan UK.
2. Al-Kadi, A. (2022). Teacher education during turbulent times in Yemen. In *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 71–86). Springer Nature Singapore.
3. Alsabri, M., Alhadheri, A., Alsakkaf, L. M., & Cole, J. (2021). Conflict and COVID-19 in Yemen: Beyond the humanitarian crisis. *Globalization and Health*, 17(1), 1–3.
4. Bakky, N. A. (2014). Women in peace education. *IOSR Journal of Research & Method in Education*, 4(3), 1–8.
5. Butcher, P. S. (1989). Education for equality: Women's rights periodicals and women's higher education, 1849–1920.
6. Christian, G. F., & Fernández, P. D. (2014). The BRICS commitment in the promotion of equality between women and men: Analysis from the human rights and peace perspective. *BRICS Law Journal*, 1(1), 5–24.
7. Engida, Y. M. (2021). The three-dimensional role of education for women empowerment. *Journal of Social Sciences*, 17(1), 32–38.
8. Everardo, M. R. (2018). Education for peace, gender equality and good treatment. In *Risks, violence, security and peace in Latin America: 40 years of the Latin American Council of Peace Research (CLAIP)* (pp. 255–265).
9. Geltman, P. (1997). Genocide and the plight of children in Rwanda. *JAMA*, 277(4), 289–294.
10. Heldring, L., & Heldring, J. A. (2023). Problematizing state capacity: The Rwandan case. *Journal of Institutional Economics*, 19(3), 401–425.
11. International Committee of the Red Cross. (2023, October 2). *War in Yemen: ICRC*. <https://www.icrc.org/en/war-yemen#:~:text=80%25%20of%20the%20population%2C%2020.7,percent%20higher%20than%20last%20year.>

